

Conrad Perry

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4037532/publications.pdf>

Version: 2024-02-01

57
papers

5,970
citations

257450

24
h-index

175258

52
g-index

58
all docs

58
docs citations

58
times ranked

3046
citing authors

#	ARTICLE	IF	CITATIONS
1	DRC: A dual route cascaded model of visual word recognition and reading aloud.. Psychological Review, 2001, 108, 204-256.	3.8	3,131
2	Nested incremental modeling in the development of computational theories: The CDP+ model of reading aloud.. Psychological Review, 2007, 114, 273-315.	3.8	534
3	Developmental dyslexia in different languages: Language-specific or universal?. Journal of Experimental Child Psychology, 2003, 86, 169-193.	1.4	344
4	Beyond single syllables: Large-scale modeling of reading aloud with the Connectionist Dual Process (CDP++) model. Cognitive Psychology, 2010, 61, 106-151.	2.2	269
5	Identical Words are Read Differently in Different Languages. Psychological Science, 2001, 12, 379-384.	3.3	186
6	Developmental dyslexia and the dual route model of reading: Simulating individual differences and subtypes. Cognition, 2008, 107, 151-178.	2.2	185
7	Modelling reading development through phonological decoding and self-teaching: implications for dyslexia. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20120397.	4.0	130
8	The neural substrate of analogical reasoning: an fMRI study. Cognitive Brain Research, 2003, 17, 527-534.	3.0	93
9	The DRC model of visual word recognition and reading aloud: An extension to German. European Journal of Cognitive Psychology, 2000, 12, 413-430.	1.3	89
10	Do current connectionist learning models account for reading development in different languages?. Cognition, 2004, 91, 273-296.	2.2	84
11	A position-sensitive stroop effect: Further evidence for a left-to-right component in print-to-speech conversion. Psychonomic Bulletin and Review, 1999, 6, 456-463.	2.8	70
12	Understanding Dyslexia Through Personalized Large-Scale Computational Models. Psychological Science, 2019, 30, 386-395.	3.3	70
13	Neural mechanisms underlying semantic and orthographic processing in Chinese & English bilinguals. NeuroReport, 2003, 14, 1557-1562.	1.2	68
14	Phonology Matters: The Phonological Frequency Effect in Written Chinese. Psychological Science, 2000, 11, 234-238.	3.3	59
15	Speed of lexical and nonlexical processing in French: The case of the regularity effect. Psychonomic Bulletin and Review, 2003, 10, 947-953.	2.8	59
16	fMRI evidence for the automatic phonological activation of briefly presented words. Cognitive Brain Research, 2004, 20, 156-164.	3.0	45
17	Neural basis of the non-attentional processing of briefly presented words. Human Brain Mapping, 2003, 18, 215-221.	3.6	41
18	A Computational and Empirical Investigation of Graphemes in Reading. Cognitive Science, 2013, 37, 800-828.	1.7	36

#	ARTICLE	IF	CITATIONS
19	How predictable is spelling? Developing and testing metrics of phoneme-grapheme contingency. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2002, 55, 897-915.	2.3	35
20	Testing a Computational Account of Category-Specific Deficits. Journal of Cognitive Neuroscience, 1999, 11, 312-320.	2.3	32
21	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. Current Directions in Psychological Science, 2020, 29, 293-300.	5.3	31
22	A dissociation between orthographic awareness and spelling production. Applied Psycholinguistics, 2002, 23, 43-73.	1.1	29
23	CDP++.Italian: Modelling Sublexical and Supralephical Inconsistency in a Shallow Orthography. PLoS ONE, 2014, 9, e94291.	2.5	27
24	Cross-language computational investigation of the length effect in reading aloud.. Journal of Experimental Psychology: Human Perception and Performance, 2002, 28, 990-1001.	0.9	24
25	Investigating the nature of children's altruism using a social humanoid robot. Computers in Human Behavior, 2020, 104, 106149.	8.5	24
26	Beyond the Two-Strategy Model of Skilled Spelling: Effects of Consistency, Grain Size, and Orthographic Redundancy. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2004, 57, 325-356.	2.3	23
27	When silent letters say more than a thousand words: An implementation and evaluation of CDP++ in French. Journal of Memory and Language, 2014, 72, 98-115.	2.1	21
28	A phoneme-grapheme feedback consistency effect. Psychonomic Bulletin and Review, 2003, 10, 392-397.	2.8	20
29	On the nature of phonological assembly: Evidence from backward masking. Language and Cognitive Processes, 2002, 17, 31-59.	2.2	19
30	Rules versus statistics in reading aloud: New evidence on an old debate. European Journal of Cognitive Psychology, 2010, 22, 798-812.	1.3	19
31	Linguistic difficulties in language and reading development constrain skilled adult reading. Memory and Cognition, 2000, 28, 739-745.	1.6	17
32	What Do You Mean by That?! An Electrophysiological Study of Emotional and Attitudinal Prosody. PLoS ONE, 2015, 10, e0132947.	2.5	16
33	Toddlers prefer to help familiar people. Journal of Experimental Child Psychology, 2018, 174, 90-102.	1.4	15
34	Modeling the Variability of Developmental Dyslexia. , 2019, , 350-371.		14
35	Additive and interactive effects of stimulus degradation: No challenge for CDP+.. Journal of Experimental Psychology: Learning Memory and Cognition, 2009, 35, 306-311.	0.9	13
36	Examining the N400m in affectively negative sentences: A magnetoencephalography study. Psychophysiology, 2016, 53, 689-704.	2.4	12

#	ARTICLE	IF	CITATIONS
37	Young Children's Indiscriminate Helping Behavior Toward a Humanoid Robot. <i>Frontiers in Psychology</i> , 2020, 11, 239.	2.1	12
38	Priming the rules of spelling. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2003, 56, 515-530.	2.3	12
39	Phonotactic constraints: Implications for models of oral reading in Russian.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 636-656.	0.9	10
40	Working memory load affects early affective responses to concrete and abstract words differently: Evidence from ERPs. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2019, 19, 377-391.	2.0	6
41	Cross-language computational investigation of the length effect in reading aloud. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002, 28, 990-1001.	0.9	6
42	Graphemic parsing and the basic orthographic syllable structure. <i>Language and Cognitive Processes</i> , 2013, 28, 355-376.	2.2	5
43	Effects of a mirror on young children's transgression in a gift-delay task. <i>British Journal of Developmental Psychology</i> , 2020, 38, 205-218.	1.7	5
44	Category-Specific Deficits in a Self-Organizing Model of the Lexical-Semantic System. <i>Perspectives in Neural Computing</i> , 1999, , 137-148.	0.1	5
45	What Is Going on with Visual Attention in Reading and Dyslexia? A Critical Review of Recent Studies. <i>Brain Sciences</i> , 2022, 12, 87.	2.3	5
46	Prosody and lemma selection. <i>Memory and Cognition</i> , 2005, 33, 862-870.	1.6	4
47	Syllable Timing and Pausing: Evidence from Cantonese. <i>Language and Speech</i> , 2009, 52, 29-53.	1.1	3
48	Relationships between receptive vocabulary in English and Cantonese proficiency among five-year-old Hong Kong Kindergarten children. <i>Early Child Development and Care</i> , 2013, 183, 1407-1419.	1.3	3
49	Reading Orthographically Strange Nonwords: Modelling Backup Strategies in Reading. <i>Scientific Studies of Reading</i> , 2018, 22, 264-272.	2.0	3
50	Syntactic ambiguity resolution and the prosodic foot: Cross-language differences. <i>Applied Psycholinguistics</i> , 2006, 27, 301-333.	1.1	2
51	Effects of Orthographic Consistency on Bilingual Reading: Human and Computer Simulation Data. <i>Brain Sciences</i> , 2021, 11, 878.	2.3	2
52	Testing predictions about the processing of word stress in reading using event-related potentials. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 424-442.	1.2	1
53	It's the words you use and how you say them: electrophysiological correlates of the perception of imitated masculine speech. <i>Language, Cognition and Neuroscience</i> , 0, , 1-21.	1.2	1
54	Using electrophysiological correlates of early semantic priming to test models of reading aloud. <i>Scientific Reports</i> , 2022, 12, 5224.	3.3	1

#	ARTICLE	IF	CITATIONS
55	A consonant-vowel priming effect in nonword spelling. Australian Journal of Psychology, 2002, 54, 25-31.	2.8	0
56	An Eye on Animacy and Intention. Frontiers in Psychology, 2016, 7, 829.	2.1	0
57	Graphemes are used when reading: Evidence from Monte Carlo simulation using word norms from mega-studies. Quarterly Journal of Experimental Psychology, 2022, , 174702182210865.	1.1	0